DOCUMENT RESUME

ED 092 478 95 SP 008 003

TITLE	Group Alerting: A Classroom Management Concept Related to Effective Teaching. Student Guide. Utah Protocol Materials Project.
INSTITUTION	Utah State Univ., Logan. Utah Protocol Materials Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
PUB DATE	Nov 73
NOTE	44p.; For related documents, see SP 007 995-SP 008 002 and SP 008 004-007
AVAILABLE FROM	Protocol Dissemination Coordinator, Division of Educational Resources, University of South Florida, Tampa, Florida 33620
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Class Management; Classroom Techniques; Effective Teaching; *Performance Based Teacher Education; *Protocol Materials; Student Participation; Teacher Education; *Teaching Skills
IDENTIFIERS	*Learning Modules

ABSTRACT

This student guide is part of a protocol learning module designed to teach the concept and use of group alerting in classroom management. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (1) instruction in the use of protocol modules, (2) a discussion of the concept of group alerting and its use in deterring disruptive behavior in the classroom, (3) lessons for recognition of instances of group alerting in classroom situations, and (4) practice exercises for applying the concept of group alerting in simulated teaching situations. The principle which underlies the concept of group alerting is that teacher behaviors designed to keep students alert will increase on-task behavior and reduce deviant behavior in the classroom. Three techniques of group alerting are noted: (1) questioning techniques--the teacher frames a question and pauses before calling on a reciter rather than naming a reciter and then giving the question; (2) recitation strategy--the teacher calls on reciters at random rather than calling on them in a predetermined sequence; and (3) alerting cues--the teacher alerts nonperformers that they may be called on. (HMD)

ED 092478

GROUP ALERTING

A Classroom Management Concept Related to Effective Teaching

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STUDENT GUIDE

Project Director: Walter R. Borg

Assistant Project Director: David R. Stone

Research and Development Specialist: Carole E. Stowitschek

Project Staff: Ted Hansen, Debby Marshall
Kathy Van Horn, Roger McEvoy

Developed by the Utah Protocol Materials Project

UTAH STATE UNIVERSITY
Logan, Utah

November, 1973

SP008 003

GROUP ALERTING

Table of Contents

	Page
Learning Sequence	1
Introduction to Protocols	4
Description of the Concept.	10
Recognition Practice Lesson 1	17
Recognition Practice Lesson 2	23
Applying Group Alerting to your Teaching.	29

GROUP ALERTING

Learning Sequence

Instructions:

Welcome to a new type of learning experience. It will be a lot different from those you have encountered in the past. You will work independently outside of class the majority of the time, and your work will emphasize using important educational concepts in classroom situations.

To help direct your learning activities, we have prepared a Learning Sequence. This is essentially a sequential outline of the tasks you will be engaged in. Treat it as a friend, and you will always know what to do next.

Let's look at the first task, labeled STEP 1.

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		

Starting at the very left, the first column identifies STEP 1 which deals with materials on pages 4-9. The next column "Where Done," has an asterisk in it, plus an "0". If you check the bottom of the next page, you'll find 0 = out of class and I = in class. As a quick check, scan the rest of the tasks and see which are done in class. (i.e., I). We'll wait ... . Tasks 4 and 5 are done in class. See, you will be working outside of class the majority of the time.

Under "task," you will find out what you are supposed to do. In this case, outside of class you will read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer. When you are all done, put a ✔ mark in the Step 1 column.

STEP
✔ 1

Do this each time you finish a Step. This will enable you to tell at a glance where you are in the Learning Sequence.

Before you begin, let's add a final note. Some Steps are included to provide extra practice in case you need it to reach a high level of performance. Be sure to complete these extra Steps if your score is below criterion level since otherwise you will probably fail the test given in class (Step 5) and have to repeat the practice exercises.

Since this module is still being improved, you will occasionally find Suggestion Forms. Include your comments; how often have you wanted to tell the author what you thought was right (or wrong)? Besides, your comments will definitely be helpful . . . this package is not set in concrete.

Okay, let's go!

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		
2	0	Study Group Alerting - Description of the Concept. Complete Self-Evaluation 2 in pencil. Check your answers against the Scoring Key; erase any incorrect or incomplete answers. Review content covering any answers you missed and write correct answers in erased spaces.
Pages 10-16		
3	0	Complete Recognition Practice Lesson 1 using pencil and check your answers against the Scoring Key. If your score reaches criterion level go on to Step 3B, otherwise go to Step 3A.
Pages 17-22		
3A	0	If your score on Recognition Practice Lesson 1 did not reach criterion level, erase incomplete or incorrect answers. Review content covering answers you missed and write correct answers in erased spaces.
Pages 17-22		

		Time Required			TASK
		Start	Finish	Elapsed	
3B	0				In Recognition Practice Lesson 1, you had unlimited time. For Recognition Practice Lesson 2, you are allowed only 6 minutes to complete the lesson. The reason for having a time limit on this lesson is to help you improve your observational skill so you can observe the behaviors in the Protocol Film (Step 4) at the same rate they occur in the classroom. Check your watch and enter start and finish times. Score your Lesson using the key on page 28. If you did not finish within 6 minutes, or if your score was less than 10 correct, erase your answers and repeat Recognition Practice Lesson 2.
Pages 23-28					

* 0 = Out of class, I = In class.

Step	Where Done	TASK
4	I	View Protocol film "Group Alerting" and complete Protocol Film Observation Form. Score Protocol Film Observation Form. The criterion for passing is 80% (9 or more correct).
5	I	Complete Recognition Test. It will be scored in class after everyone has finished. If you fail to reach criterion level on this test, you should review the two Recognition Practice Lessons. Criterion level for this test is as follows: Section A - 4 out of 5 points. Section B - 16 or higher within the 11 minute time limit.
6	I	Read Performance Activity pp. 29-33. Complete Practice Exercise 1, taking the part of teacher at least once. Use Peer Simulation Practice Form p. 32 to critique this activity. Criteria are indicated in the practice exercises.

TASK 1

GROUP ALERTING

Introduction to Protocols

Note: If you have completed Utah Protocol Modules dealing with other concepts, you may skip this introduction and go on to Description of the Concept (Task 2).

Objectives:

After reading this chapter you, the learner, should be able to:

1. State the purpose of the protocol modules in your own words.
2. State three ways in which protocol modules differ from conventional textbooks.
3. Explain why the Utah protocol materials emphasize very simple classroom management skills.
4. State an interest in trying the protocol materials.

The Purpose of Protocols

A protocol module is a self-instructional package of printed and filmed lessons designed to help the preservice or inservice teacher understand an important concept relevant to teaching and relate this concept to classroom practice. One definition of "protocol" is an original reocrd of an event or transaction. The protocol modules are developed from records of classroom interaction in the form of written transcripts or films.

How Protocols Differ From Textbooks

The essential characteristic of protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find protocols different from most textbooks in other important respects:

(1) First, each protocol starts with a set of learner objectives. These objectives will spell out in very specific terms what you will be expected to do after you have completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfully completing the protocol modules.

(2) Second, information about concepts and relevant teaching behavior is backed up with practice exercises which are care-

fully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similiar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, you will find that the instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that although little reading is involved, that which is included is important and must be studied carefully.

(4) Finally, protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ self-pacing to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What do we mean when we say that a person "understands" a concept? Actually, there are many levels of understanding. One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to apply his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at two levels which take the learner from the point where he has an abstract understanding of the concept to the point where he can recognize ways of applying the concept to a teaching simulation.

Knowledge Level

Each protocol module contains the same kinds of materials and the learner follows about the same sequence.

TASK 1

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level, you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in each protocol module to help you recognize ways that teacher remarks can apply each concept in the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavorial indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases, examples are given of both the correct and incorrect teacher remarks so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

Why the USU Protocols Deal With Simple Teaching Skills and Behavior

In looking over the USU Protocol Modules, you will notice that most of the teaching behaviors that are covered in these modules are very simple techniques that can be defined clearly and which teachers can learn to use without much difficulty. However, do not be mislead into concluding that these behaviors are unimportant simply because they are not complex. Although teaching itself is highly complex, like

many complex behaviors, it is made up by combining a great many simpler behaviors. The excellent teacher is often one who has mastered a great many simple skills and puts these skills together in an effective and creative manner. In contrast, the poor teacher not only lacks the simple skills, but often uses behaviors in their place which actually detract from the teaching situation. For example, the most effective way to ask a question during a recitation or discussion lesson is to first ask the question, then pause and then call on the child who is to give an answer. This questioning sequence (which is covered in the USU Group Alerting Module) is effective for several reasons. First, since the teacher frames the question before calling on a student, each student must listen and vicariously prepare an answer in case the teacher calls on him. Secondly, the teacher's pause gives children time to think of a good answer. The quality of responses in a recitation lesson will go up considerably if the teacher pauses and if children are told that the reason for the pause is to give them time to think of a better answer. In contrast, the ineffective teacher first calls the child's name, then asks the question and expects an immediate answer. By calling the child's name before asking the question, the teacher has alerted all other children in the group that they will not be called on and, therefore, need not pay attention. By expecting immediate answers, the teacher tends to obtain memorized answers to which the child has given very little thought. Therefore, you can see that even though using the correct questioning sequence is a simple behavior, it can make an important difference to the attention level of children during a discussion and the quality of their answers.

Since the USU Protocol Modules are designed primarily for students in teacher training and for teachers with limited experience, we feel that helping you learn the fundamentals of teaching, most of which involve relatively simple skills and behaviors is more important than attempting to teach you some of the highly complex and sophisticated strategies that you may wish to learn after you have mastered the basic tools of your profession.

Finally, since many pre-service teacher training students do not have access to regular classrooms, the USU Protocol Modules have been focused on skills and behaviors that the learner can master without extensive classroom practice. Classroom practice, of course, even for the most simple teaching skills is important and desirable. However, in the case of very simple skills and behaviors such as those covered in the USU Modules, we have found from our past research that the teacher trainee can develop an understanding of these skills and learn how they can be applied in the classroom without any actual classroom practice.

In summary, the USU Protocol Modules focus on simple teaching skills and behaviors for three reasons. These are: (1) using such skills often brings about marked improvement in the performance of the teacher and the atmosphere of the classroom. (2) These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies. (3) The simple skills and behaviors covered in the USU Modules can be learned by students who do not have access to regular classrooms for practice.

TASK 1

BEST COPY AVAILABLE

Self Evaluation 1

1. State the purpose of the protocol modules in your own words.

_____

_____

_____

_____

_____

2. In what ways do protocol modules differ from conventional textbooks? (list three)

a) _____

_____

b) _____

_____

c) _____

_____

3. Why do the Utah protocol modules deal with simple teaching skills and behavior?

_____

_____

_____

4. In the film and practice lessons you will be asked to recognize:

a. Teacher remarks

b. Student remarks

c. Both teacher and student remarks

5. Having read the Introduction to Protocols, indicate whether you agree or disagree with each of the following statements:

BEST COPY AVAILABLE

a) The protocol modules sound like they are a practical way to learn to apply some concepts. (circle one)
agree strongly agree disagree disagree strongly

b) I am interested in trying a protocol module to see what it is really like. (circle one)
agree strongly agree disagree disagree strongly

c) I would like to learn more about how protocol modules can help me in teaching. (circle one)
agree strongly agree disagree disagree strongly

6. What changes can you suggest that would have made the Introduction to Protocols more informative or more interesting?

Instructions:

CHECK YOUR FIRST THREE ANSWERS AGAINST UNDERLINED INFORMATION GIVEN IN THE INTRODUCTION.

TASK 2

GROUP ALERTING

Description of the Concept

Introduction:

The principle underlying GROUP ALERTING may be stated: TEACHER BEHAVIORS DESIGNED TO KEEP STUDENTS ALERT WILL INCREASE ON-TASK BEHAVIOR AND REDUCE DEVIANT BEHAVIOR IN THE CLASSROOM. In Kounin's* study of teacher style in 49 elementary classrooms, he found a correlation between teacher GROUP ALERTING skills and pupil work involvement of .603. GROUP ALERTING, however, also tends to reduce the amount of deviant behavior during recitation lessons. This is probably due to the fact that many children engage in deviant behavior because they are not closely involved in the lesson. Kounin found that teacher GROUP ALERTING skills correlated .442 with freedom from deviant behavior on the part of pupils during recitation lessons.

At the present time, the concept GROUP ALERTING has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply GROUP ALERTING in your teaching. In this module, you will be introduced to three behavioral indicators of GROUP ALERTING. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply GROUP ALERTING to teaching. These three have been chosen for emphasis because use of positive GROUP ALERTING and avoidance of negative GROUP ALERTING can increase pupil work involvement and reduce off-task behavior in your classroom.

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept Group Alerting. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The performance objectives you should achieve on the Recognition Test are as follows:

1. Given the concept Group Alerting, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

---

*Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

TASK 2

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three positive and negative behavioral indicators of the concept Group Alerting. (The learner must achieve 80% of this level.)

The Behavioral Indicators:

Kounin identified several positive and negative group alerting behaviors that teachers commonly use in the classroom. A positive group alerting behavior is one that tends to keep children alert while a negative behavior tends to reduce the involvement of non-reciters in a recitation session. From the behaviors identified by Kounin, we have selected three behavioral indicators for you to focus on in this module. These behaviors can be either positive or negative, depending upon how the teacher uses them. A brief definition of the three behaviors are:

1. Questioning Technique -- The teacher frames a question and pauses before calling on a reciter (QT+), rather than naming the reciter and then giving the question (QT-).

2. Recitation Strategy -- The teacher calls on reciters at random (RS+) rather than calling on them in a predetermined sequence (RS-).

3. Alerting Cues -- The teacher alerts nonperformers that they may be called on (AC).

Questioning Technique

When a teacher frames a question and pauses before calling on a reciter, several desirable outcomes occur. Most important, perhaps, is that since pupils do not know who will be called on, all of them are motivated to think of an answer to the question. The pause is also an important part of this strategy since it gives children time to think of an answer. Teachers who ask rapid fire questions and give children no time to think can expect little more than memorized answers. One of the most difficult things for teachers to learn is the art of pausing for a few seconds before calling on a child. Many teachers regard this as time wasted. However, if this time is being used by all of the students in your recitation group to think of a satisfactory answer, then the time is being well spent.

When a teacher first names a reciter and then asks the question, the teacher in effect is announcing to all of the other children in the recitation group that they will not be called on. This in turn means that other children in the group will not think of an answer to the question and in many cases will become inattentive or will engage in deviant behavior. Therefore, teachers who use the positive questioning technique of framing the question, pausing, and then calling on a

reciter (QT+) will obtain higher levels of pupil attention and work involvement and will experience fewer incidents of deviant pupil behavior than teachers who use a negative questioning sequence which involves naming the reciter and then giving the question (QT-).

Recitation Strategy

When the teacher employs a positive recitation strategy in which reciters are called upon at random rather than in a predetermined sequence (RS+), the result, again, is that children must attend carefully to the lesson since each child feels he may be the next person called on. On the other hand, teachers who use a negative recitation strategy (RS-) such as calling on children in a predetermined sequence will find children less attentive and more likely to engage in deviant behavior. After all, if the teacher calls on children in a predetermined sequence, the child whose turn will not come for several minutes has little reason to attend to the classroom activity. Of course, it is desirable to make lessons sufficiently interesting so that the child will be motivated to attend. However, even with interesting lessons, the level of attention will be much better if children cannot predict who will be called on next.

There are other negative recitation strategies that tend to reduce pupil attention. For example, if the teacher calls only on children who raise their hands or volunteer an answer, then the child who does not wish to recite knows that he can avoid reciting merely by never raising his hand. The result of this negative strategy is that the teacher rarely calls on the children who are most likely to need the recitation experience. Another negative recitation strategy used by many teachers is to call on the same few pupils most of the time. These are usually the brighter and more eager pupils in the classroom. It is far better to call on all children during a recitation lesson so that over a period of a week each child will have been called on about the same number of times. Some teachers who have gotten into the habit of calling on a few pupils can break this habit by keeping a class roster at hand during a recitation lesson and tallying the number of times each child is called on. It is then an easy matter for the teacher to call on children who have fewer tally marks and, therefore, gradually balance the recitation of different children in the class.

In this protocol module, we will emphasize the positive recitation strategy of calling on reciters at random (RS+) as opposed to the negative strategy of calling on pupils in a predetermined sequence (RS-). Although we will not emphasize the other negative strategies mentioned, such as calling on volunteers only, avoiding these strategies is important and should be kept in mind by the teacher.

Alerting Cue

Alerting Cues (AC) are used by the teacher to remind children in the recitation group that all are likely to be called on. The use of alerting cues is particularly important if the teacher has previously used negative recitation strategies or negative questioning sequence. Many times alerting cues are used to make students aware of the ground rules the teacher will use in the recitation. For example, the teacher

may say, "During this recitation, I will first ask a question, then I will pause for a few seconds and then I will call for one of you to give me an answer. Since, you have no way of knowing who I will call on, each of you should use the time when I pause to think of a good answer to the question." If the teacher notices that a few children are not listening, an alerting cue will remind them that everyone should be listening and thinking of answers in case he is called on next. For example, the teacher might say, "Remember, no one knows who will be called on next, so each of you should listen carefully and be ready with a good answer in case I call on you."

Once the teacher has used positive questioning sequence and recitation strategy over a period of time and has avoided negative group alerting behavior, children will require relatively few alerting cues. However, alerting cues are especially important when the teacher is changing from negative group alerting behaviors to positive behaviors. Also, alerting cues should be used whenever a teacher feels that some children are not attending carefully to the recitation. Such reminders are often sufficient to increase the work involvement and reduce deviant behavior.

All three of the positive group alerting techniques, which we have described above, are very simple behaviors for the teacher to employ. Yet, these behaviors can bring about very important changes in the atmosphere of your discussion and recitation lessons. If you use positive group alerting behaviors, children will listen more carefully, are more likely to give a good answer when called on, and will generally display a higher level of work involvement. A second advantage of using positive group alerting techniques is that as the work involvement of the group goes up, and the frequency of deviant behavior such as disrupting the class and discipline problems, goes down.

Summary

1. Positive Questioning Technique (QT+) involves framing the question before calling on a child to answer. It is desirable to pause after framing the question in order to give children time to think of an answer.

2. Positive Recitation Strategy (RS+) involves calling on pupils at random so that all children will have to prepare an answer.

3. Alerting Cues (AC) involve alerting children that they should pay attention and think of an answer to every question since they might be called on next.

TASK 2

BEST COPY AVAILABLE

GROUP ALERTING

Self Evaluation 2

Instructions:

In order to demonstrate understanding of the concept GROUP ALERTING, it is necessary that you can state the principle underlying this concept and be able to list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. Since this level of understanding is essential to successful completion of the remainder of the learning module, you must answer all items on this measure correctly.

1. State the principle underlying the concept GROUP ALERTING in your own words.

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply GROUP ALERTING. First describe the positive behavior and then the negative behaviors. Alerting Cue (AC) does not have a negative behavior.

(a) Positive symbol: _____ Definition: ____

Negative symbol: _____ Definition: ____

(b) Positive symbol: _____ Definition: ____

Negative symbol: _____ Definition: ____

BEST COPY AVAILABLE

TASK 2

(c) Positive symbol: _____ Definition:

_____

_____

NOW CHECK YOUR ANSWERS AGAINST THE KEY GIVEN ON THE NEXT PAGE.

"No, he isn't a criminal; just a teacher who used negative questioning techniques."

BEST COPY AVAILABLE

TASK 2

GROUP ALERTING

Scoring Key 1

Instructions:

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. The key ideas in each answer have been underlined. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the principle and the behavioral indicators until you can give correct answers. You will be tested on these items after you have completed the instructional package.

---

1. State the principle underlying Group Alerting in your own words.
   Model Answer: Classroom management strategies used by the teacher to retain learner attention and on-task behavior at a high level.

   Example of satisfactory restatement of principle: The teacher uses techniques to keep students on task and attentive to the teacher.

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply group alerting. First, describe the positive behavior and then the negative behavior.

   (a) Questioning Technique -- Positive Behavior (QT+): The teacher frames a question, pauses and looks around group before naming a reciter rather than the negative behavior (QT-) of naming a reciter and then giving the question.

   (b) Recitation Strategy -- Positive Behavior (RS+): The teacher selects reciters at random and distributes recitation opportunities among all group members rather than Negative Behavior (RS-) of calling on students in a predetermined sequence.

   (c) Alerting Cues -- The teacher alerts non-performing students or the total group that they may be asked to perform in the immediate future.

TASK 3

GROUP ALERTING

Recognition Practice Lesson 1

Instructions:

There are several teacher behaviors which can be employed to keep children alert during classroom interaction. Three such behaviors are:

1. Questioning Technique -- The teacher frames a question and pauses before calling on a reciter (QT+), rather than naming the reciter and then giving the question (QT-).

2. Recitation Strategy -- The teacher calls on reciters at random (RS+) rather than calling on them in a predetermined sequence (RS-).

3. Alerting Cues -- The teacher alerts nonperformers that they may be called on (AC).

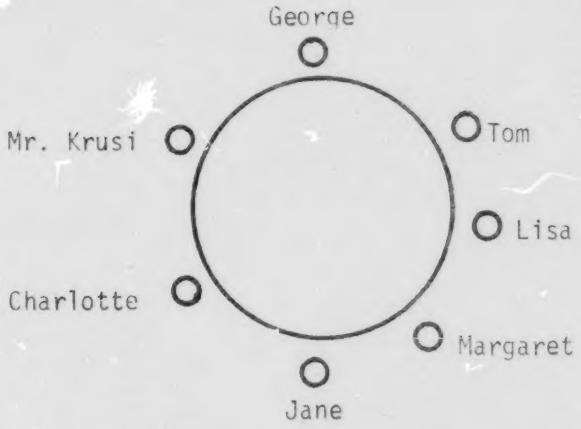
The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mr. John Krusi's 5th grade classroom, Adams Elementary School, Logan, Utah. Throughout the transcript, you will find that 15 of Mr. Krusi's remarks are underlined. Read each remark and decide whether it is an example or a violation of one of the three behaviors listed above. Then, write the appropriate symbol at follows:

AC -- for Alerting Cue
QT+ -- for correct Questioning Technique (if teacher violates this procedure, use QT-)
RS+ -- for Recitation Strategy (if teacher violates this procedure, use RS-)
NA -- None of the Above

For example, the first teacher remark that has been underlined is "What did we find out about how they took care of the problems of governing these colonies? George?" This is an example of positive questioning technique so the symbol QT+ has been written in the space in front of the remark.

TASK 3

Seating Arrangement: STUDY THIS FIRST



Part I:

T: Alright class, we've been reading about the building of the thirteen English colonies along the east coast of what is now the United States.

Ex. QT+ What did we find out about how they took care of the problems of governing these colonies? George?

George: Well, in Virginia they had a system where they chose representatives.

1. _____ T: Very good, George. Jane, what were these people called?

Jane: I think they were called Burgesses.

2. _____ T: Yes, that's right, Jane. Can you tell us more, like where did they get this system?

Jane: I can't remember.

T: Alright, I believe your reading did not tell you,

3. _____ so I'm going to give you a clue. Now,I want everyone to think about this as I might ask any one of

TASK 3

T: you to give the answer. Think of where the people in these colonies came from. Lisa?

Lisa: Well, they came from England so it is possible that they brought this system over here from there.

T: Alright, excellent. That's the kind of thinking

4. _____ I like. Charlotte, did they have the same kind of system in the northern colonies like in New England?

Charlotte: No, they had something like a town meeting where they all took part.

T: Okay, very good. Now, our next questions are going to deal with some of the differences and similarities between the northern and southern

5. _____ colonies. Let's all be thinking about those differences. You may be asked to give an answer.

6. _____ Okay? Now, if these people were all English, why did they bring over two different systems? Margaret?

Margaret: Well, in some areas it was just easier to work the system the way they did it.

7. _____ T: Alright, let's see if we can add to that statement.

8. _____ Instructions: Decide what recitation strategy has been used in Part I of this transcript. Write your answer in the blank on the left.

TASK 3

Part II:

T: George?

George: Well, in New England they lived in towns so they could be close together.

T: That's right, George. Tom?

Tom: Well, in the south they had big plantations so they lived farther apart and it was probably a little bit easier for them to send a representative.

9. _____ T: Very good, Tom. How did the colonies differ in what they did for a living? Lisa?

Lisa: Well, in the south they had the plantations where they raised tobacco, wheat, corn and other products.

10. _____ T: Good. Remember class, I may be calling on you so think of an answer to each question.

11. _____ We can often add to a good answer. Margaret, was the south all large plantations?

Margaret: No, the book said that there were some smaller farms in the hilly land.

T: Good. Now we'll discuss the northern colonies.

12. _____ Be thinking of some differences in this area, so when you're called on you'll have a good answer ready. Was the north also comprised of large plantations and give me a reason for why it was or why it was not? Jane?

TASK 3

Jane: Well, I don't think that they had plantations in the north, but I'm not sure why they didn't.

13. _____ T: Okay, Charlotte, can you tell us why not?

Charlotte: Well, it was because they had poor rocky soil and they didn't have a broad coastal plain where they could build plantations.

T: George?

George: The climate was poor and I don't think they could raise tobacco.

T: Your answers show that you have been doing a

14. _____ good job of reading. If they had no plantations, what did they do for a living? Tom?

Tom: Well, they had fishing, lumbering, ship building and some other things.

T: Good answer, Tom.

15. _____

Instructions: Decide what recitation strategy has been used in Part II of this transcript. Write your answer in the blank on the left.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 1. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE BELOW. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF GROUP ALERTING (ALERTING CUE FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO LESSON 2. THE CRITERION FOR THIS LESSON IS 12. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

BEST COPY AVAILABLE

GROUP ALERTING

Recognition Practice Lesson 1
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson in Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers.

Item	Column 1	Column 2	Item	Column 1	Column 2
Ex.		QT+	8		RS+
1		QT-	9		QT+
2		NA	10		AC
3		AC	11		QT-
4		QT-	12		AC
5		AC	13		QT-
6		QT+	14		QT+
7		NA	15		RS-

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____ Criterion level for this lesson is 12 correct or higher. If you scored 12 or more, go on to Lesson 2. See Learning Sequence.

TASK 3B

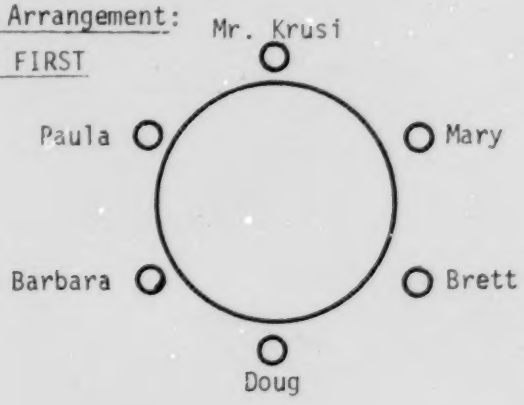
GROUP ALERTING

Recognition Practice Lesson 2
(Time Limit - 6 Minutes)

Instructions:

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mr. John Krusi's 5th grade class at Adams Elementary School, Logan, Utah. Follow the same instructions given for Lesson 1, but allow yourself only 6 minutes to complete this lesson.

Seating Arrangement:



Part I:

T: In our science lesson, we read about a boy finding a strange bone. The boy thought the bone might be

1. _____ from an extinct animal. How could anyone tell what kind of animal a single bone came from? Mary?

Mary: If you compared it with similar bones from the same animal.

T: That's a good idea, Mary. Brett?

Brett: I found some bones and I could tell which ones are ribs and back bones, but I couldn't tell what animal the bones came from.

TASK 3B

T: Then you've had some personal experience with old bones, haven't you, Brett? Could it have been some bones to a horse?

Brett: No. They're too little to be from a horse.

2. ____ T: Okay. Doug, has Brett given us any important information from his experience?

Doug: Yeah, I hadn't thought about that before, but if the bones were small then they would come from a small animal. So you couldn't get a mouse's bones mixed up with a cow's bones.

T: Right, Doug. Now, perhaps we could answer some

3. ____ harder questions. Everyone think about this carefully so you can give a good answer if called on. How would a scientist be able to recognize the bone from an animal such as a dinosaur that no man has every seen? Barbara?

Barbara: That's not hard because the bone would be bigger than any other type of bone that they knew about so it would have to be from a big animal.

4. ____ T: Good answer. Paula?

Paula: And if they found a few bones, they could piece them together and get an idea of the size and shape of the animal.

T: Okay, you've done a good job of thinking. Now suppose you found only one bone or a few bones, would you be able to tell anything about it?

5. ____ Think this over for a moment while I decide who to call on. Consider some of the things we

T: already know. Mary?

Mary: If you found a tooth or part of a jaw you may be able to tell what kind of food it ate.

6. _____

Instructions: Decide what recitation strategy has been used in Part 1 of this transcript. Write your answer in the blank on the left.

Part II:

T: Okay, fine. Doug?

Doug: If you found a leg bone, you may be able t tell if it runs fast by measuring it or by its shape.

T: Brett?

Brett: I think the more you know about animals today, the more you would know about animals in the past. So you may know something about an animal even though you may never have seen them.

T: Okay, Brett, that's a very fine point. You've told us one way scientists continue to search for facts. Okay, class. You've done very well.

7. _____ Now we're getting into more difficult material so think very carefully about each question I ask. Okay, students, here is the first question.

8. _____ Assuming that a scientist can tell you what kind of animal a bone came from, how could they possibly tell how old it was? Paula?

Paula: I read something about that but I can't remember.

9. _____ T: Mary, can you help us?

TASK 3B

Mary: If the bones were fossils, you would know that they were old.

T: Okay, very good. It takes a while for a bone to become a fossil. Barbara?

Barbara: Knowing what kind of rocks they were found in might help you.

T: Okay, Brett?

Brett: I remember now. A geologist might be able to help you because they know quite a bit about different layers of the earth.

10. _____ T: Very good. Paula, what can you tell us about fossils?

Paula: I've read about a place in the desert where you can get fossils of fish. Because the fossils are in sedimentary rocks, they have been able to tell the age of the fossils.

T: Okay, Paula has brought up an interesting point.

11. _____ How can fossil fish be found in the desert? While I pause to call on someone, each one of you should think about this carefully. Use the information we have learned by reading the chapter. As you know, you don't normally find fish in the desert. Doug?

Doug: Our book said that there was once water there and maybe the climate changed or the earth changed making it become a desert.

T: Fine. Brett?

TASK 3B

Brett: Maybe the earth was pushed up forming a mountain, or an earthquake could have changed the shape of the land.

T: Very good. You've all done a very fine job on this unit.

12. _____

Instructions: Decide what recitation strategy has been used in Part II of this transcript. Write your answer in the blank on the left.

Instructions:

NOW TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 2. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF GROUP ALERTING (ALERTING CUES FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THE BEHAVIOR BEFORE GOING ON TO THE RECOGNITION TEST. IF YOUR TOTAL NUMBER CORRECT IS LESS THAN 10 OR IF YOU WERE UNABLE TO FINISH THE LESSON IN 6 MINUTES, ERASE YOUR ANSWERS ON RECOGNITION PRACTICE LESSON 2 AND REPEAT THE LESSON. OTHERWISE, YOU ARE READY TO VIEW THE GROUP ALERTING PROTOCOL FILM.

"Don't call only on volunteers."

TASK 3B

BEST COPY AVAILABLE

GROUP ALERTING

Recognition Practice Lesson 2
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson in Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers.

Item	Column 1	Column 2	Item	Column 1	Column 2
1		QT+	7		AC
2		QT-	8		QT+
3		AC	9		QT-
4		NA	10		QT-
5		AC	11		AC
6		RS-	12		RS+

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____

Criterion level for this lesson is 10 correct or higher. If you score 10 or more, within the 6 minute time limit, go on to TASK 4. See Learning Sequence.

TASK 4

Name

GROUP ALERTING

Protocol Film Observation Form

Instructions:

Eleven teacher remarks are cued on this film. You are to watch carefully for each cued remark and indicate whether the remark is an example of a positive Group Alerting behavior or a negative Group Alerting behavior. At two points during the film you will be asked to identify the type of Recitation Strategy used. Score Recitation Strategy only on numbers 5 and 11. At least one of the eleven cued remarks is an NA remark, this means it is not an example of the Group Alerting behavioral objectives.

AC -- Alerting Cue
QT+ -- Questioning Technique
QT- -- Violation of Questioning Technique
RS+ -- Recitation Strategy
RS- -- Violation of Recitation Strategy
NA -- None of the Above

The cue in the form of a number will appear on the screen a second or two before the start of the teacher behavior you are to identify and remain on the screen until the remark is completed. As each of the keyed teacher remarks occur, circle the appropriate symbol.

NUMBER CUE	SYMBOLS						SCORE
1	AC	QT+	QT-	NA			
2	AC	QT+	QT-	NA			
3	AC	QT+	QT-	NA			
4	AC	QT+	QT-	NA			
5					RS+	RS-	
6	AC	QT+	QT-	NA			
7	AC	QT+	QT-	NA			
8	AC	QT+	QT-	NA			
9	AC	QT+	QT-	NA			
10	AC	QT+	QT-	NA			
11					RS+	RS-	

After the film is completed, your instructor will read the correct answers. The criterion for passing is 80% (9 or more correct). Make an X in the score column for each incorrect answer. Enter your score (number correct) here: _____

TASK 4

GROUP ALERTING

Protocol Film Scoring Key

Instructions:

Hand out Protocol Film Observation Form to students. Read Instructions to the students before beginning the film.

Have students exchange papers. Read the correct answers. Students should be reminded to mark incorrect answers with an X in the space provided on the answer sheet. Criterion for this test is 80% (9 items correct). Collect the answer sheets as soon as they are scored.

NUMBER	CUE	SYMBOL
1		QT-
2		QT+
3		AC
4		QT+
5		RS-
6		AC
7		QT+
8		QT-
9		NA
10		AC
11		RS+

TASK 5

Name _____ Date _____ Course _____ Section A Score _____

GROUP ALERTING

Section B Score _____

Recognition Test

Instructions

Section A

There are several teacher behaviors which can be employed to keep children alert during classroom interaction. Briefly describe the listed positive and negative aspects of the three Group Alerting behavioral indicators. Alerting Cue does not have a negative behavior.

1. Alerting Cue: _____

2. (a) Questioning Technique: QT+

(b) Violation of Questioning Technique: QT-

3. (a) Recitation Strategy: RS+

(b) Violation of Recitation Strategy: RS-

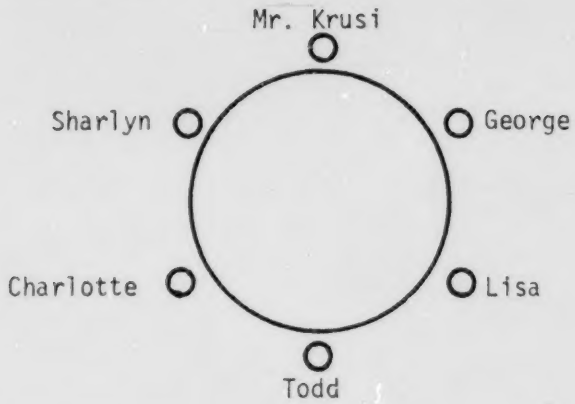
Section B

The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mr. John Krusi's 5th grade classroom, Adams Elementary School, Logan, Utah. Throughout the transcript, you will find that 15 of Mr. Krusi's remarks are underlined. Read each remark and decide whether it is an example or a violation of one of the three behaviors listed above, then write the appropriate symbol. The underlined remarks should be scored AC, QT+, QT-, or NA. Recitation Strategy is dealt with at two points in the transcript, No's 8 and 20. Check the transcript between questions 1-7 and determine what type of Recitation Strategy was used and mark the answer sheet. Check the transcript between 9-19 and determine what type of Recitation Strategy was used and mark the answer sheet. You have 11 minutes to complete the test.

AC -- Alerting Cue
QT+ -- Questioning Technique
QT- -- Violation of Questioning Technique
RS+ -- Recitation Strategy
RS- -- Violation of Recitation Strategy
NA -- None of the above

TASK

Seating Arrangement:



Part I:

T: Class, I'd like to review what we've covered in our study of ecology and man's effect on the environment. I'd like to start by trying to identify some of the causes of pollution.

1. _____ George, can you think of one cause?

George: Automobiles cause a problem because they don't burn all the gas and it comes out as exhaust.

2. _____ T: Very good! What else could be a cause of pollution? Lisa?

Lisa: Well, factories and power plants put out a lot of smoke and other gases.

T: Good answer. Todd?

Todd: Well, people burning trash can cause a big problem as more and more people start burning trash.

3. _____ T: That's good. You seem to be putting a lot of thought into the answers. Now, I want each one of you to think carefully about each question and

T: have more good examples ready.

Charlotte?

Charlotte: Well, I read in the newspaper about ships spilling oil. This oil spreads out over the water and birds and ducks get stuck in it. When they try to fly off, the oil gets caught in their wings so they can't fly.

4. _____ T: That's good thinking. Sharlyn, can you add another pollution cause to our list?

Sharlyn: Well, sometimes people are careless or just plain stupid and they throw things out on highways and even lakes and streams. I live by a canal and you go down just before they turn the water on in the spring and you can see cans, papers, cups, and lots of other litter.

5. _____ T: That's right, there is a lot of carelessness. Probably every one of you has recently seen

6. _____ some carelessness or neglect. Alright, now I'm going to ask you a really hard question. Each one of you try and think of a good answer. This

7. _____ is the question. How would you summarize our discussion by considering the cause for every kind of pollution on our list. George?

George: I don't know.

8. _____

Instructions: Decide what recitation strategy has been used in Part I of this transcript. Write your answer in the blank on the left.

Part II:

9. _____ T: Sharlyn, what can you tell us about the causes of pollution?

Sharlyn: Well, it seems to me that people are involved in all of the pollution that we mentioned.

10. _____ T: That's an excellent answer, Sharlyn. Just what I wanted you to bring out. If you agree with what Sharlyn has said, how do you

11. _____ think we can start solving the problem? I want you to take a moment to think about that and I want each one of you to have a good answer. Every-

12. _____ one should be thinking. Todd, what's your solution tion?

Todd: Well, maybe you could have people help pick up the trash on the highway like the Scouts do sometimes.

T: Very good. That would be a continuous job.

13. _____ George, do you have a better solution?

George: Well, in the first place, they shouldn't even litter so somebody else won't have to come up after them and pick up.

T: Alright, so are you suggesting that it would be better if they were more careful in the first place?

George: Yes.

14. _____ T: That's right, people shouldn't litter, but how can we control this problem? Lisa?

Lisa: Well, I read in the paper that a young citizen suggested we pass a law that you couldn't buy pop in cans.

15. ____ T: Why would a law like this prevent littering? Lisa?

Lisa: If people could only buy pop in returnable bottles, this would help control the problem.

16. ____ T: Very good. George, do you think people would throw out returnable bottles?

George: If they paid a deposit on it then they would take the bottle back to get to collect the deposit.

T: You think there are people who would bring the bottles or containers back then? Very good.

17. ____ Okay, everyone think about this question. What else could people do to cut down pollution? Todd?

Todd: They shouldn't burn trash because it causes air pollution.

18. ____ T: Okay, not burning trash. What could they do with the trash, then? Charlotte?

Charlotte: Well, here in town they bury it because they're not permitted to burn it.

T: Okay, that's a good answer, Sharlyn.

19. ____ You've all done a good job on this unit.

20. ____

Instructions: Decide what recitation strategy has been used in Part II of this transcript. Write your answer in the blank on the left.

TASK 5

GROUP ALERTING

Recognition Test
Scoring Key

Instructions:

Hand out the test booklets. Instruct the students to complete only Section A then wait until instructed to begin Section B. When everyone has completed Section A, instruct the students to begin Section B which has an 11 minute time limit. When the 11 minute time limit is up, collect the papers.

Section A

Score one point for each key idea which is underlined in the definition, but allow for different ways students may state the answer. The total possible is 5 with a criterion of 4 correct answers. Write the total score on the first page of each test.

1. Questioning Technique -- The teacher frames a question and pauses before calling on a reciter (QT+), rather than naming the reciter and then giving the question (QT-).

   2 points

2. Recitation Strategy -- The teacher calls on reciters at random (RS+), rather than calling on them in a predetermined sequence (RS-).

   2 points

3. Alerting Cues -- The teacher alerts nonperformers that they may be called on (AC).

   1 point

Section B

Mark any incorrect answers and write the total correct on the first page of each test. Criterion is 16 correct answers.

Item	Answer	Item	Answer	Item	Answer
1	QT-	8	RS-	15	QT+
2	QT+	9	NA	16	QT-
3	AC	10	NA	17	AC
4	QT-	11	AC	18	QT+
5	NA	12	QT-	19	NA
6	AC	13	QT-	20	RS+
7	QT+	14	QT+		

TASK 6

PERFORMANCE ACTIVITY

APPLYING GROUP ALERTING TO YOUR TEACHING

The materials you have completed up to this point are designed to give you a good understanding of the concept of GROUP ALERTING. You should also be able to recognize GROUP ALERTING techniques when they are employed in the classroom. However, the most effective way to master this concept to the level where you can apply it in your teaching is through practice of the behavioral indicators in real or simulated teaching situations. The practice exercises are divided into two categories. The first is an activity that you can perform before going into teaching. This involves role playing and simulations that will give you some practice in application of the GROUP ALERTING behaviors. The second category is an activity that you can carry out in either student teaching or regular teaching to achieve a higher level of mastery of this important concept.

You should remember that in learning to apply concepts such as GROUP ALERTING to the classroom two steps are important. The first is that you have opportunities to practice your use of the behavioral indicators of the concept. The second is that you receive feedback on your practice which will permit you to gradually improve your application of the concept to a teaching situation. Remember, both practice and feedback are essential if you are to become skillful in the application of GROUP ALERTING behaviors.

Practice Exercise 1: Preteaching Simulation

In this practice exercise, teacher trainees are divided into groups of three. Each trainee plans a ten minute discussion. This plan should include at least three questions that the student wishes to ask and at least three alerting cues. The students should be allowed at least one day to plan their discussion lessons. In class, each student group works together. Student A plays the role of a teacher while Students B and C play the role of pupils. Student A conducts his ten minute discussion and practices desirable questioning sequence and alerting cues. During the discussion, the students who play the role of pupils tally desirable and undesirable questioning sequence and also tally alerting cues. At the end of Student A's discussion lesson, the three members of the group review the discussion. Usually, ten minutes is sufficient time for the group to review Student A's performance. The roles are then changed to that Student B becomes the teacher and Students A and C play the role of pupils. Student B conducts his discussion and the lesson is then reviewed for ten minutes. Finally, Student C plays the role of the teacher and presents his discussion while Students A and B play the role of pupils. A checklist is given on page 32 that can be used by students to evaluate each discussion while they are playing the role of pupils. In addition to evaluating each person's use of questioning sequence and alerting cues, the group participants may want to consider some other teaching behaviors that are important in the class discussion situation. These include:

1. Higher order versus fact questions -- Did the person playing the role of teacher ask questions which require rote learning or questions which require the learner to manipulate his knowledge or to develop new ideas?

2. Teacher talk -- Did the person playing the role of teacher monopolize the discussion? What percentage of the total discussion was taken by the teacher? Did the teacher use techniques which tend to maximize teacher talk and, therefore, reduce time for student participation, such as: Teacher answering his own questions, teacher repeating pupil answers, teacher repeating his own questions.

Practice Exercise 2 - Inservice Teaching Practice

This practice exercise can be carried out with an entire class or with a small group of 6 to 8 pupils. You follow essentially the same procedures in either case.

Step 1: Plan a twenty minute class discussion dealing with a current topic from your classwork. Your goals in conducting this lesson will be:

(1) To use positive questioning technique and avoid using negative questioning technique.

(2) To use positive recitation strategy and avoid negative recitation strategy.

(3) To use alerting cues.

A realistic goal to set for yourself would be:

(1) Ask 10 questions using positive questioning techniques; none using negative questioning techniques.

(2) Use a recitation strategy in which you call on pupils at random and avoid calling on volunteers or calling repeatedly on the same few pupils.

(3) Use at least three alerting cues during your discussion.

Step 2: Conduct your discussion and make an audio-tape recording of the discussion. You will find it easier to get a good recording of the pupils' voices if you work with a group of 6 to 8 pupils and have them place their chairs in a tight semicircle so that none will be far from the microphone. Another alternative is to have one student operate the audio-tape recorder, pointing the microphone at any student who responds and turning up the volume for student responses. You will find that if you evaluate your discussion shortly after it is finished, you will remember most of the student remarks even if you cannot hear them clearly on the tape. Since you will be focusing on your own behavior, it is essential that you get a clear recording of your own voice.

TASK 6

Step 3: As soon as possible after the discussion is concluded, replay the discussion and evaluate your use of GROUP ALERTING behaviors using the form on page 33.

GROUP ALERTING
PEER SIMULATION PRACTICE FORM

Tally the number of times the person playing the role of teacher used each of the following GROUP ALERTING behaviors.

	Student A	Student B	Student C
1. Positive Questioning Techniques (QT+)			
2. Negative Questioning Techniques (QT-)			
3. Alerting Cues			

OPTIONAL TALLY OF OTHER TEACHING BEHAVIORS

A. Fact vs. Higher Order Questions

	Student A	Student B	Student C
1. Number of fact questions asked			
2. Number of higher order questions asked			

B. Teacher Talk

	Frequency Tally	Total
1. Teacher answers own questions		
2. Teacher repeats pupil answers		
3. Teacher repeats questions		

GROUP ALERTING
CLASSROOM PRACTICE FORM

A. On first replay of the audiotape, tally the following Group Alerting Behaviors:

	Tally	Total
1. Positive Questioning Technique (criterion 10)		
2. Negative Questioning Technique (criterion 0)		
3. Alerting Cues (criterion 3)		

B. On second replay, you are to evaluate your recitation strategy. Each time you call on a child, make a tally after his name. Use a plus (+) if you called on him at random, a minus (-) if you called on him in some sequence and a (v) if he volunteered.

Pupil's Name	Tally	Totals		
		+	-	v
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Now check the distribution of recitation. You should call on each pupil about the same number of times. If your recitation distribution is uneven, tally as you teach until you have learned to call on all pupils with about the same frequency.